



The Keiogijuku University

Keiō Gijuku Daigaku



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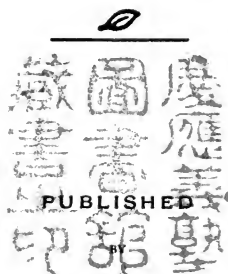
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THE
KEIOGIJUKU UNIVERSITY

A brief account of its History

Aims and equipment



THE KEIOGIJUKU UNIVERSITY

Tokyo, Japan

1912



Yukichi Fukuzawa, Founder of the Keiogyoku.



Ichitaro Fukuzawa, Chancellor of the Keiogijuku.



Eikichi Kamada, President of the Keiogijuku.



A Bird's-eye View 'of a Portion of the Keiogijuku Buildings.



One of the Lecture Halls of the University Department.



The Public-speaking Hall, the First Building in Japan
dedicated to Public-speaking.



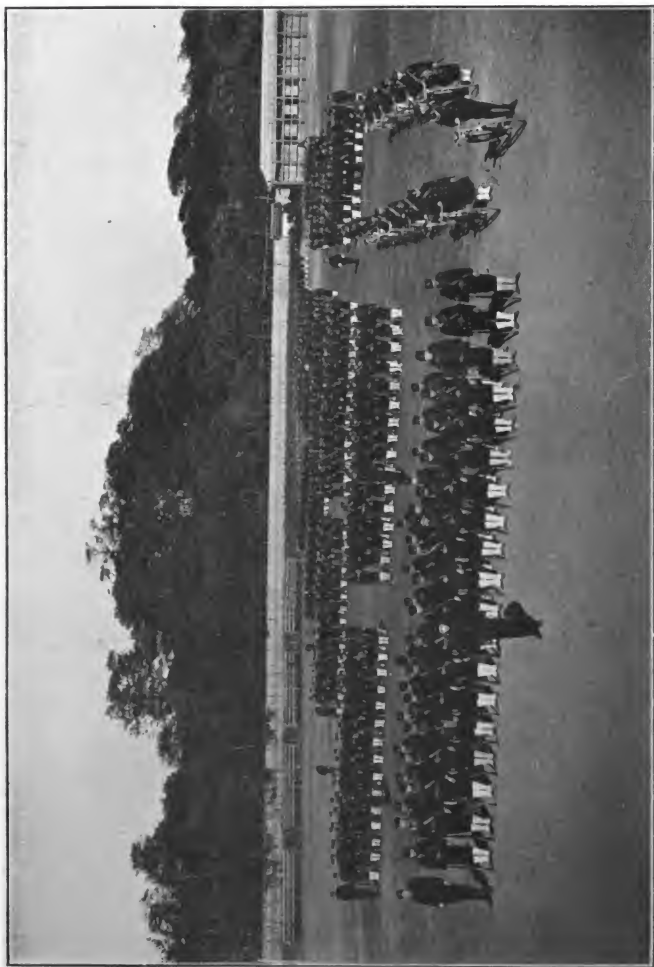
Chemical Laboratory of the Commercial and Technical School.



Pupils of the Primary School being trained in penmanship.



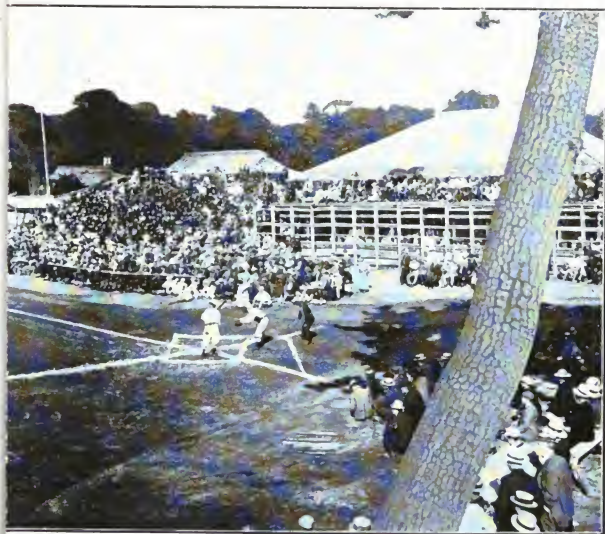
The Semi-Centennial Memorial Library.



Students of the Middle School at Military Drill in the Keiogijuku Athletic Field.



Students practising *Jujitsu*.

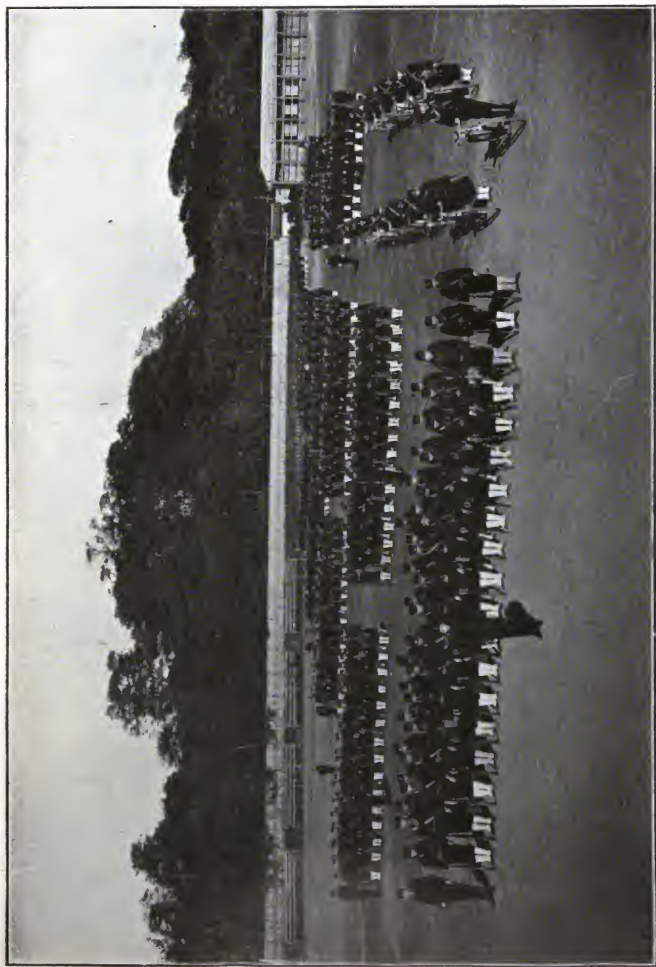




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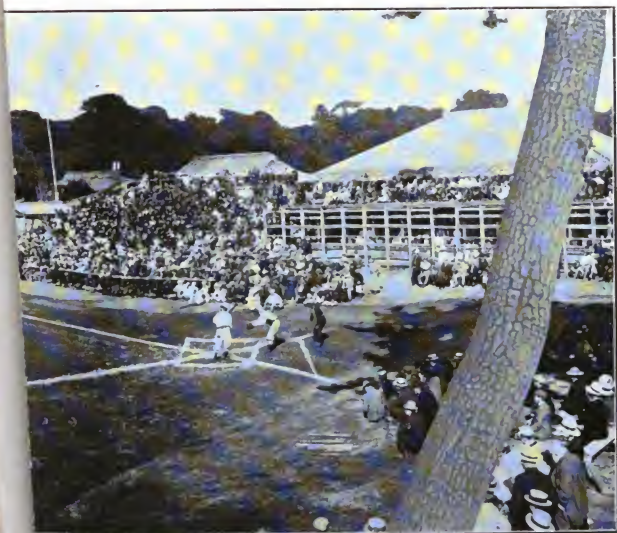
The Semi-Centennial Memorial Library.



Students of the Middle School at Military Drill in the Keiogijuku Athletic Field.



Students practising *Jujitsu*.





Alumni and their Families at a Semi-annual Re-union.

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PART I.—OFFICERS AND GOVERNMENT OF THE KEIOGIJUKU CORPORATION

THE CHANCELLOR, EXECUTIVE COMMITTEE AND COUNCILLORS OF THE KEIOGIJUKU CORPORATION

Chancellor (*Shatō*)

ICHITARO FUKUZAWA

Executive Committee (*Riji*)

SUTEJIRO FUKUZAWA

KAMMEI ISHIKAWA

IKUNOSHIN KADONO

UMESHIRO SUZUKI

The President of the Corporation *ex officio*

Councillors (*Hyōgi-in*)

SUTEJIRO FUKUZAWA

HEIGORO SHODA

TAIZO ABE

EIJI ASABUKI

SHOGORŌ HADANO

IKUNOSHIN KADONO

KI INUKAI

SEIHIN IKEDA

YUKIO OZAKI

YOSABURO TAKEGOSHI

TOYOJI WADA

TATSUO YAMAMOTO

KAMMEI ISHIKAWA

KINSUKE ITO

KAKUGORŌ INOUE

KATSUNDO MINOURA

RYOHEI TOYOKAWA

RAITA FUJIYAMA

TETSUJI AOKI

ŌSUKI HIBI

KEINOSUKE NISHINO

CHŌKURŌ KADONO

UMESHIRŌ SUZUKI

REISUKE KITAGAWA

YOSHIO TAKAHASHI

TEIKYU OKAMOTO

SHOICHI IWANAGA

MOMOSUKE FUKUZAWA

WASAKU NATORI

KOKINJI TAKASHIMA

ADMINISTRATIVE OFFICERS

GENERAL

EIKICHI KAMADA, *President*
KAZUSADA TANAKA, M. A., *Secretary*
JÔBU MITSUOKA, *Treasurer*

THE UNIVERSITY

Department of Economics

ZEMBEI HORIKIRI, *Dean*

Department of Law

TORAJIRO KAMBE, D. J., *Dean*

Department of Political Science

KIROKU HAYASHI, *Dean*

Department of Literature

TEIICHI KAWAI, *Dean*

Preparatory Department

SUICHIRO TANAKA, *Dean*

MIDDLE SCHOOL

TEIICHI KAWAI, *Director*

PRIMARY SCHOOL

TSUNEKI MORI, *Director*

COMMERCIAL AND TECHNICAL SCHOOL

TATSUYA AMEYAMA, *Director*

EVENING COMMERCIAL SCHOOL

SEIBUN SHIMIZU, *Director*

THE KEIOGIJUKU LIBRARY

KAZUSADA TANAKA, M. A., *Librarian*

EXTRACTS FROM THE CONSTITUTION OF THE CORPORATION

1. Councillors

The general supervision of the work of the Keiogijuku is in the hands of thirty councillors who are elected from among the alumni themselves. The president, professors, instructors and officers are not eligible to become councillors. Their term of office is four years and they deliberate on and determine matters concerning the educational and financial welfare of the institution. The councillors' meeting is called by the Executive Committee once a month.

2. Executive Committee

Members of the Executive Committee must not be more than five in number, one of whom shall be the President of the Keiogijuku and the others elected from among the councillors. The election of the Executive Committee takes place at the same time as that of the councillors.

3. The President

The President is elected by the councillors, and his term of service is four years, but he may be re-elected. He is empowered to appoint or dismiss professors, instructors and other officers with the approval of the Executive Committee.

4. The Shatō (Chancellor)

The Shatō is chosen by the Alumni Association from among its own members. His duty is to supervise the welfare of the institution. Among other things, he is vested with the power of admitting any one to the Alumni Association who has rendered distinguished service to the institution whether he be a graduate or not.

PART II.—AIMS AND HISTORY

Mr. YUKICHI FUKUZAWA, THE FOUNDER OF THE KEIOGIJUKU

Yukichi Fukuzawa, "the Sage of Mita," as he was afterward called by his disciples and admirers, was born on the 10th of January, 1835, in Osaka, where his father Mr. Hyakusuke Fukuzawa, a retainer of the Lord of the Nakatsu clan in the province of Buzen in Kiushiu, lived with his family at the time. A samurai of culture and unblemished character, though low in rank, Mr. Hyakusuke Fukuzawa was widely read in Chinese classics and literature. When Yukichi, the future founder of the Keiogijuku, was still an infant, his parents moved to Nakatsu, a little sea-port town of Buzen, where the latter spent the rest of their quiet, peaceful days. In 1836 his father died, leaving him, a child of only eighteen months, to the tender care of his widowed mother. As the boy became older he exhibited unusual interest as well as talent for foreign languages. In February, 1854, he went to Nagasaki to study the Dutch language; but, in the following year, he returned to Osaka and became a pupil of the celebrated physician Koan Ogata, under whom he continued the study of the language and soon distinguished himself as one of his brighest students.

In 1858 young Fukuzawa came to Yedo (Tokyo) and began to devote himself to the dissemination of the knowledge he had thus far acquired of the Dutch language by opening a school in the grounds of the residence of Lord Okudaira of Buzen at Teppozu. It was during the very same year that Japan concluded treaties with five foreign powers and made a forward move to come into close contact with the Western civilization. In the following year the future "Sage of Mita" went one day to Yokohama, which had just been opened to

foreign trade, and there met for the first time some English-speaking people, in conversation with whom his knowledge of Dutch was of no avail. He at once made up his mind to devote his entire energy to the study of the English language, the acquisition of which, he perceived, would be of great importance to himself and his country. It seemed impossible at the time for him to engage a teacher of English ; but on hearing that an interpreter of English was in the service of the Tokugawa Government, he went and persuaded the man to teach him. Various difficulties, however, prevented him from making satisfactory progress in his lessons. Deciding next to study the language without the assistance of a teacher, he finally succeeded in acquiring a good knowledge of the language with the help of an English-Dutch dictionary, which he was fortunate enough to come across in Yokohama, and he became the first Japanese scholar to study things Western through the English language.

Towards the close of the same year Mr. Yukichi Fukuzawa sailed for the United States of America in the suite of Kimura Settsu-nokami, who was despatched thither on a mission by the Tokugawa government.

Two years later, in 1861, he once more left home for Europe, this time on an official mission to make literary researches in England, Holland, Prussia, and Portugal. Returning the next year, he busied himself in translating and publishing many books he had brought home. Again, in 1867, he went to America. These foreign travels gave Mr. Fukuzawa an insight into the significance of the spread of education in the West that was of immense value to him in his later life. During his last travel in America, however, Mr. Fukuzawa incurred the displeasure of his superiors, because he had showed little sympathy with the policy of the Tokugawa government, and, on his return, he was ordered by the Secretary of Foreign Affairs to confine

himself in his own residence as punishment for his insubordination. This involuntary confinement affording him leisure, he devoted all his time to teaching and to literary work. It was about this time that he named his school after the Keio Era(1865—1867) and called it "Keiogijuku" or "Keio Free School," a name with which his own will always be associated.

It is impossible, in a short sketch like this, to attempt to give even an idea of the extent of this great teacher's influence on, and share in, the building up of Modern Japan. It is, indeed, no exaggeration to say that most of the leading men of Japan to-day either received their education in Mr. Fukuzawa's school or benefited from the perusal and study of the books Mr. Fukuzawa had written and published.

His publications, which bristled with liberal ideas and were widely read, had great influence in moulding the minds of the people in those early days. He was an ardent advocate of the opening, at an early date, of a National Assembly, and was a resolute opponent of those ancient customs that tended to hinder the progress of the nation. He was the first Japanese scholar who recognized the rights of women and endeavoured to raise their social position. Later in his life he published his Moral Code to teach the principles of independence and self-respect which have since become the motto of the Keiogijuku.

In 1861, at the age of 27, he married Miss Kin Toki, and, three years later, his son Ichitaro, who is now the Chancellor of the Keiogijuku, was born, followed by many other sons and daughters. After forty years of active and fruitful life, "the Sage of Mita" passed away in February, 1901.*

* For fuller accounts of Mr. Fukuzawa's life, the reader may consult A. Miyamori's "Life of Yukichi Fukuzawa," published by Maruya & Co., Tokyo, and also "Fukuzawa Yukichi," a paper read by W. G. Aston at the fifty second ordinary meeting of the Japan Society, London, May 8th, 1901. Both of these are based on Mr. Fukuzawa's autobiography(in Japanese).

FUKUZAWA'S MORAL CODE

In the following pages is given an exact reproduction of the recognized English translation of Mr. Fukuzawa's Moral Code, which was referred to in the preceding short account of his life. The Code embodies the fundamental principles of education that guide and stimulate the members of the teaching-staff of the institution in their daily work of upbuilding the character, and of developing the intellect, of students who come under their care and instruction.

Preface

Supposing that we were adopting a standard of moral principles suitable for the present age, what should be the ideal of conduct by which to fashion our lives? This is the question that is extremely puzzling to the minds of young students, and one on which they will frequently question their elders. Our beloved teacher, Mr. Fukuzawa, being desirous to formulate an answer to these questions, requested us to draw up in writing a plan of moral conduct. We therefore drew up the following general sketch of a scheme for the conduct of life, taking as our basis the lesson of our teacher's own life as illustrated by his words and deeds; and, having completed our task, submitted it to him for his approval and sanction. We have given our sketch the name of Fukuzawa's Moral Code, and, as contained in the following pages, we commend it to the attention of students.

The Compilers.

11 February, 1890.

It is a point about which there is a perfect unanimity of opinion throughout the realm, that it is incumbent upon every native-born subject of the Japanese Empire, without regard to age or sex, to pay homage to the Imperial House that has reigned throughout the ages and to show gratitude for its gracious favour that has accrued to us from its many virtues.

But when we ask the question how, in these days, and in what manner, the men and women of to-day should order their conduct in society, we find that as a rule such conduct is regulated by various systems of moral teachings which have been handed down from past ages. It is fitting, however, that moral teachings should be modified from time to time to keep pace with the progress of civilization, and it is but natural that a highly advanced and ever advancing society, such as we find in the world to-day should be provided with a system of morals better suited to its needs than the antiquated teachings already mentioned. It is for this reason, we venture to think, that it has become necessary to state anew the principles of morals and rules of conduct, individual as well as social.

1. It is the universal duty of Man to raise his personal dignity and to develop his moral and intellectual faculties to their uttermost capacity, never to be contented with the degree of development already attained, but ever to press forward to higher attainments. We urge it, therefore, as a duty upon all those who hold the same convictions as ourselves to endeavour in all things to discharge their full duty as men, laying to heart the principles of Independence and Self-respect, as the leading tenets of moral life.

2. Whosoever perfectly realizes the principle of Independence both of Mind and Body, and, paying due respect to his own person, preserves his dignity unblemished,—him we call a man of independence and self-respect.

3. The true source of independence of life is to eat one's bread in the sweat of one's brow. A man of independence and self-respect should be a self-helping and self-supporting man.

4. Strength of body and soundness of health are requisites of life. We should, therefore, always take care to keep mind and body active and well, and to refrain from any action or course of life likely to prove injurious to our health.

5. It is man's duty to live out the whole of his allotted span of life. To take one's own life, for whatever reasons, or under whatever circumstances, is an unreasonable and cowardly act, altogether abominable and entirely unworthy of the Principle of Independence and Self-respect.

6. To realize the Principle of Independence and Self-respect demands nothing short of an audacious, active, and dauntless spirit. It requires a combination in a man's character of courage with fortitude.

7. A man of Independence and Self-respect should not be dependent upon others for the determination of his own conduct. He should be intelligent enough to think and judge for himself.

8. To treat women as though they were inferior to men is a barbarous custom. Men and women belonging to a civilized society should love and respect one another as equals, each sex realizing its own independence and self-respect.

9. Inasmuch as marriage is one of the most serious events in human life, great caution should be observed in the choice of a partner for life. All human relations have their origin in marriage, in the loving and respectful cohabitation, till death comes to separate them, of husband and wife, neither of whom should interfere with the Independence and Self-respect of the other.

10. Such husbands and wives maintain towards their offspring a

relation which is both full of hope and natural, since there are no extraneous elements introduced into the family and since parents and children are wholly and exclusively each the other's own. The love that binds them together is sincere and pure, and the keeping of this love unimpaired is the foundation of domestic happiness.

11. Children, also, should be trained to become persons of Independence and Self-respect, it being the duty of parents to take charge of the proper bringing-up of their children so long as they remain in infancy. Children, for their parts, should yield due obedience to their parents, and make every effort to fit themselves to become persons of Independence and Self-respect when the time comes for them to step out into the world.

12. The ideal person of Independence and Self-respect deems it incumbent on himself to go on learning even to his old age, and never to allow either the development of the intellect or the cultivation of the moral character to slacken or cease.

13. Society having both individuals and families as its units, it should be borne in mind that the foundation of a healthy society is to be found in the Independence and Self-respect of the family as well as of the individual.

14. The only way in which social life can continue is for each Individual to keep unimpaired his or her own Independence and Self-respect as well as that of others. This may be done by respecting the rights and happiness of others at the same time that we seek our own happiness and protect our own rights.

15. To harbour resentment and to seek revenge is another barbarous and cruel practice, a relic of the Dark Ages. We should employ only just and upright means for clearing ourselves from shame or vindicating our honour.

16. Every man should be faithful in the discharge of the duties

of his vocation. He, who, regardless of the importance of the trusts committed to him, neglects his responsibilities, is unworthy to be called a man of Independence and Self-respect.

17. Treat others with trustfulness. If you trust others, they will trust you in return. It is this mutual confidence alone that can enable Independence and Self-respect to be realized in ourselves or in others.

18. Courtesy and etiquette are necessary to the continuance of social life. They should be observed strictly, and yet with moderation.

19. It is an act of humanity, and one of the highest of human virtues, to strive to extend to others that love which we feel for ourselves, to lighten the burdens, and promote the happiness, of our fellow-men.

20. Humanity should not be limited towards human beings only. It should prevent men from treating animals with cruelty, and make them refrain from needlessly taking the lives of fellow-creatures.

21. Since a taste for art and literature elevates the character as well as delighting the mind, and since it contributes indirectly to the peace and happiness of mankind, its acquirement should be deemed an object of the greatest importance for human life.

22. Wherever there is a country, there is a government. It is the duty of the Government to administer the country, to establish and maintain military power, to protect the people of the land, and to guarantee to the individual citizen the inviolability of life, property, honour, and liberty. In return for these benefits, it is the duty of the citizens to give military service and to contribute to the expenses of the nation.

23. If citizens are under obligation to serve in the national army and to pay their share of the national expenses, it is also,

naturally, their duty and privilege to have a voice in the legislation and a right to control the governmental expenditure.

24. Citizens of Japan, of either sex, should never forget their supreme duty to maintain their national Independence and Self-respect, against all foes, and at the sacrifice of even life and property.

25. It is the duty of every citizen, not only to obey the laws himself, but to see that others obey them likewise, for this is necessary for the maintenance of the peace and order of Society.

26. The number of nations in the world is by no means small, and they differ from us in religion, language, colour, and customs. Yet they are our brothers. In our intercourse with them there should be no partiality, and no attempt at swaggering or boastfulness. Such conduct only leads us to despise other people, and is wholly at variance with the Principle of Independence and Self-respect.

27. It is the duty of the men living to-day to improve the civilization and happiness which they have received from their forefathers and so to hand them on unimpaired to their posterity.

28. It is natural that men should be born into the world with varying degrees of intellectual and physical strength. It is the Province of Education to increase the number of the wise and strong, and to diminish that of the weak and foolish. In short, Education instructs men in the Principle of Independence and Self-respect, and enables them to form plans for putting the principle into practice.

29. Those who share our convictions, whether men or women, will do well to lay these teachings to heart. They should also strive to spread them throughout Society at large, and thus to advance, hand in hand with the whole people, towards the state of greatest happiness.

GENERAL AIMS OF THE KEIOGIJUKU

The most important aim of the Keiogijuku is to educate the youth in accordance with the guiding principles of life set forth in the Moral Code, and thus to send forth into the world a large number of young men, sound in mind and body, strong in character, and full of aspirations for purity in private life as well as for a career of useful service to society. For the realization of this purpose, the institution undertakes to encourage the healthy physical development of its students, to inculcate in them the principles of moral life and to instruct them in such branches of knowledge as are presumed likely to prove to be most serviceable to them in the discharge of their future duties as members of their families as well as of society at large.

I. The Building-up of a Strong Body. As civilization advances, man's power of physical endurance tends to decline. With every success in gaining an insight into the profound laws of nature, and with every attempt to delve into the intricacies of the social life of man, one feels an increasing demand made on one's time and energy if one is to keep abreast of the progress of the community of which one is a member. Yet such demands upon a man's time and energy tend to interfere with his care of his physical well-being and to undermine his health. Moreover, with the never-ceasing multiplication of social organizations, and with the ever increasing intimacy of the social relations of man, one's duties and interests become more and more exacting and varied, and tend to sap one's physical vitality. To be able to withstand such strain, therefore, one must, when one goes into the world, possess, as the most important of one's assets, a healthy and strong physique. Knowledge *per se* is very important, but the health of a competent user of knowledge is far more important. Never

before in the history of civilization has the motto, *mens sana in corpore sano*, been more significant than it is to-day.

There are, in Japan, many Government institutions of learning which surpass the corresponding private institutions in the completeness of equipment and in the strength of teaching force, but many of them, if not all, fail to give sufficient attention to the physical welfare of their students. The Keiogijuku, on the other hand, lays a special stress upon this important phase of education, although never to the extent of neglecting its other phases. In two of its departments, viz., the Middle School and the Commercial and Technical School, the students are required to participate in military drill three times a week as part of their curriculum, while in the Primary School the boys are provided with interesting games in the open air at frequent intervals. In the other departments, with the exception of the Evening Commercial School, the students are required to join one or more of the various athletic organizations, such as Tennis, Baseball, Rowing, *Jūjitsu* Clubs, etc. These Clubs, of which students of the Middle School and the Commercial and Technical School are also members, are under the supervision of members of the faculty in the University Department.

II. Moral Culture. Most of the Government and private institutions of higher learning in Japan are modelled after the German universities and lay special emphasis on the acquisition of knowledge and training, often neglecting, it is sad to remark, the development of character. The Keiogijuku of course recognizes the importance of intellectual culture and technical training, but believes, at the same time, in the far greater importance of noble manhood. It pays special attention, therefore, to the normal and healthy development of character in its students and endeavours to produce men of moral stamina. Particular stress is laid on the inculcation in the students of the

principles of Independence and Self-respect as the regulators of their conduct in their various personal relations as members of the community.

In describing this aim of the institution we cannot do better than quote the Founder's own words which follow: "The Keiogijuku is not satisfied with remaining merely a place of cloistered learning. It aspires to be a fountain head from whence flows the nobleness of character, and an intellectual light and moral glory to illumine the path of Japan. Its aim is to make clear those principles which should govern the domestic, social and national life, not only by preaching but also by practising them, and thus to prove a leading factor in the general welfare of the country."

III. Intellectual Culture. Important as are physical and moral culture to the youth, an educational institution is primarily a place where they come for the development of their mental faculties. For this reason, after having paid due attention to the physical and moral phases of their education, the Keiogijuku spares no effort to develop the mental powers of the youth who come under its care. In so doing, however, the institution carefully refrains from encouraging its students to acquire a mere smattering of such numerous branches of knowledge as are not likely to be of much service to them, and also from fostering a spirit of pedantry by insisting on refined specialization in subjects of study remote from general human interests. What it endeavours to accomplish, is to instruct the students in every one of its departments in the fundamentals of the most important and useful subjects in such a way as to give them the habit of severe mental application and to enable them to grasp the significance of things that are taught, so that the knowledge and the habit of industry they acquire may be of great advantage to them when they later take up their life-work.

In this connection it may be mentioned that the Keiogijuku insists much more strongly on a thorough study of the English language than the other similar institutions of learning in Japan, for it believes in the importance of this language not only as the best medium of introducing the Western civilization into the country but also as the most widely used language in political, commercial and other relations between nations. In the teaching of this important foreign language in the institution, a particular emphasis is laid on the student's mastering correct pronunciation and idioms. In order to ensure such result, a large number of Americans are teaching in the different departments of the institution.

Attention may also be called to the fact that the Keiogijuku has never received any assistance, pecuniary or other, from the Government. It firmly believes in academic freedom, which is often lacking in the Government institutions of learning. In a country like Japan which was suddenly thrown into contact with a superior civilization, the education of the youth necessarily had to be undertaken by the Central Government, for the majority of the people neither had realized its importance nor had the means of establishing educational institutions. In the course of time the people, and especially the rising generation, have come to regard the government universities and colleges as the only educational institutions worth attending. We do recognize the valuable service these Government institutions have rendered and are rendering to the country. But when we look to Europe and America, we find it is not the Government but private institutions of higher learning enjoying academic freedom that are the centres of learning in their respective countries. Even in Germany where practically all of the Universities are Governmental institutions, it is a well-known fact that these institutions enjoy almost as much academic freedom as the corresponding private institutions in other countries.

In Japan, on the other hand, the Government authorities have often muzzled the professors in the Government institutions and otherwise interfered with their academic freedom, thus arresting the progress of higher learning and independent research. In this regard, the Keiogijuku stands in a unique position in the educational system of Japan, for it has at its back a history of independent existence for upwards of fifty years, is known far and wide in the country as its oldest educational institution, public or private, and has been and is free from all interference by the Government authorities in any and all of its activities. Availing itself of this ground of vantage and carrying the principles of Independence and Self-respect to their logical conclusion, the Keiogijuku has always aimed and does aim to create and maintain an atmosphere of academic freedom and to endeavour to counteract the evil effects of the government interference in advanced education and higher learning.

Besides maintaining academic freedom, the Keiogijuku aims to ensure academic independence, for the realization of which it has sent and is sending, on fellowships, a large number of graduates of distinguished scholarship to foreign universities to prepare themselves for teaching in the University Department, and many of them have already returned and are now holding professorships in the institution.

A BRIEF HISTORY OF THE INSTITUTION

The Keiogijuku, the oldest of modern institutions of higher learning in Japan, was founded, as is related in the preceding pages, by the late Mr. Yukichi Fukuzawa. It was first established in the compound of the Okudaira mansion at Teppozu, Yedo (Tokyo), in the winter of 1858. The object for which it was started was to teach the Dutch language to young men of the Okudaira clan, but two

years later English was substituted for Dutch. In the fourth year of Keio (1868), that is, the first year of Meiji, the site of the Okudaira mansion became part of the Foreign Concession, so that the institution had to be removed to Shin-senza. It was then that the name of Keiogijuku was given to the school. In those days Japan was divided into two hostile camps, the Imperialists and the adherents of the Shogunate. It was a critical period in the nation's existence. On account of the national excitement and unrest then prevailing, a large majority of Mr. Fukuzawa's pupils left his school in order to enlist as soldiers, and their number dwindled down at one time to eighteen in all; but Mr. Fukuzawa did not allow the school to be closed even for a single day. When, however, peace was restored, students rapidly increased in number, with the result that the school building became too small to accommodate them. In the spring of 1871, therefore, another removal was made, this time to the Mita Heights where the institution is now located.

The Keiogijuku has always been abreast of the times, all the necessary improvements being adopted from time to time, and the standard of instruction has been repeatedly raised. In 1874 a Primary School was founded as part of the institution and the year 1890 saw the further addition of an Evening Commercial School, and the year 1905 that of a Commercial and Technical School. In 1890 a University Department was established with sub-departments of Economics, Law, and Literature, and seven years later, a sub-department of Political Science was added.

During the fifty-five years of its existence, the institution has sent forth about three thousand five hundred men, a large number of whom have become leaders in their respective fields of activity and have contributed largely towards the progress of our nation.

PART III.—DEPARTMENTS OF INSTRUCTION

GENERAL ORGANIZATION

The Keiogijuku at present offers instruction in the following departments ;—

- I. Primary School.
- II. Middle School.
- III. University Department.
- IV. Commercial and Technical School.
- V. Evening Commercial School.

A student may obtain a complete course of thorough education by attending the Primary, Middle School and University Department in the order mentioned. Below is given a short account of the organization and principal aims of each of the departments, followed by their respective schemes of studies.

THE PRIMARY SCHOOL DEPARTMENT

The Primary School of the Keiogijuku was established in January, 1874, by the late Mr. Yoshiro Wada, a graduate of this institution, under the direction of Mr. Fukuzawa, in order to offer special education for a small number of younger boys and to give them family care. This is one of the oldest primary schools in Japan and the only

institution of the kind in the country in which English is taught by an English teacher from the first year grade in the school. The number of students gradually increased and various improvements were made in its organization and equipment; and in October, 1896, the school finally took the form of the present organization, and, in the following year, it was moved to the place where it now stands. Class rooms and all other equipments are all up-to-date and the occidental mode of living is enforced in the dormitory.

Boys of six years of age or above are admitted to this Department, after graduating from which they are admitted to the Middle School without examination. This Department has its own dormitory. A number of proctors, matrons and maids are employed to look after the boys in regard to their meals, dress, and health. For their physical welfare the boys are provided with gymnastics and various other exercises and games. Another special feature of this Department, as already referred to, is the teaching of the English language by an English lady who takes particular care in teaching the boys correct pronunciation.

The leading principle which governs the education of young students in this Department is to build up their bodies and then cultivate their minds; that is, physical culture is placed before mental training. It carefully avoids subjecting them to over-stringent rules and regulations, but rather encourages them to cultivate the faculties of prudent self-control and self-respect. This is the point in which the School differs from the public and other private primary schools. This Department, which can accommodate about 400 boys, is now taxed to its utmost capacity, and many applicants are on the waiting list. There are among the students living in the dormitory many foreign boys including Americans and Europeans. Many early graduates of this school are now occupying prominent positions in society.

Scheme of Studies

FIRST YEAR

Moral Instruction.....	2	hours	a	week
Japanese Language.....	9	"	"	"
English	1	"	"	"
Arithmetic.....	5	"	"	"
Drawing.....	1	"	"	"
Singing.....	2	"	"	"
Gymnastics and Games.....	3	"	"	"

SECOND YEAR

Moral Instruction.....	2	hours	a	week
Japanese Language.....	10	"	"	"
English	2	"	"	"
Arithmetic.....	5	"	"	"
Drawing	1	"	"	"
Singing	2	"	"	"
Gymnastics and Games.....	3	"	"	"

THIRD YEAR

Moral Instruction.....	2	hours	a	week
Japanese Language.....	10	"	"	"
English	3	"	"	"
Arithmetic.....	6	"	"	"
Drawing	1	"	"	"
Singing	2	"	"	"
Gymnastics and Games.....	3	"	"	"

FOURTH YEAR

Moral Instruction.....	2	hours	a	week
Japanese Language.....	10	"	"	"

English	3	hours a week
Arithmetic.....	6	" " "
Drawing.....	1	" " "
Singing	2	" " "
Gymnastics and Games	3	" " "

FIFTH YEAR

Moral Instruction.....	1	hour a week
Japanese Language	9	" " "
English	4	" " "
Arithmetic.....	4	" " "
Elements of Science.....	2	" " "
Japanese History and Geography	3	" " "
Drawing.....	1	" " "
Singing	1	" " "
Gymnastics and Games	3	" " "

SIXTH YEAR

Moral Instruction	1	hour a week
Japanese Language	9	" " "
English	4	" " "
Arithmetic.....	4	" " "
Japanese History and Geography	3	" " "
Elements of Science.....	2	" " "
Drawing.....	1	" " "
Singing	1	" " "
Gymnastics and Games	3	" "

THE MIDDLE SCHOOL DEPARTMENT

This Department is similar to the government middle schools in standard and offers a five-year course. It provides secondary education for boys over twelve years of age and gives instruction in such branches of knowledge as are necessary to them in the performance of their duties as independent citizens, and, at the same time, prepares them for higher and special education. It admits graduates from the Primary School as well as those who have finished the sixth year in the public primary school. In this Department special emphasis is also laid on a thorough study of the English language as well as on moral and physical culture. Graduates of this Department may matriculate in the Preparatory Department without taking the entrance examination.

Scheme of Studies

FIRST YEAR

Lectures on Morals.....	1	hour	a	week
Japanese Language	4	"	"	"
Chinese Classics	2	"	"	"
English	3	"	"	"
Arithmetic	4	"	"	"
Geography of Japan.....	2	"	"	"
History of Japan	2	"	"	"
Japanese Penmanship.....	1	"	"	"
Free-hand Drawing.....	1	"	"	"
Gymnastics and Military Drill	3	"	"	"

SECOND YEAR

Lectures on Morals	1	hour	a	week
Japanese Language	4	"	"	"
Chinese Classics	2	"	"	"
English	8	"	"	"
Arithmetic.....	4	"	"	"
History of Japan	2	"	"	"
Geography of Foreign Countries.....	3	"	"	"
Botany	1	"	"	"
Japanese Penmanship	1	"	"	"
Free-hand and Mechanical Drawing	1	"	"	"
Gymnastics and Military Drill	3	"	"	"

THIRD YEAR

Lectures on Morals	1	hour	a	week
Japanese Language	4	"	"	"
Chinese Classics	2	"	"	"
English	9	"	"	"
Algebra	3	"	"	"
Geometry	3	"	"	"
Zoology	2	"	"	"
Mechanical Drawing (projection)	1	"	"	"
History of Western Nations	2	"	"	"
Gymnastics and Military Drill	3	"	"	"

FOURTH YEAR

Lectures on Morals	1	hour	a	week
Chinese Classics	2	"	"	"
Japanese Language	2	"	"	"
English	9	"	"	"

Algebra	3	hours	a	week
Geometry	2	"	"	"
Physics	2	"	"	"
Chemistry and Mineralogy	2	"	"	"
History of Western Nations	2	"	"	"
Physiology.....	2	"	"	"
Mechanical Drawing (perspective).....	1	"	"	"
Gymnastics and Military Drill	3	"	"	"

FIFTH YEAR

Lectures on Morals	1	hour	a	week
Japanese Language	2	"	"	"
Chinese Classics	1	"	"	"
Oriental History	2	"	"	"
English	9	"	"	"
Geometry	2	"	"	"
Trigonometry	3	"	"	"
Physics	3	"	"	"
Chemistry	3	"	"	"
Physical Geography.....	2	"	"	"
Gymnastics and Military Drill	3	"	"	"

THE UNIVERSITY

∴ The University which is the centre and most important part of the Keiogijuku, was established in January, 1890. The year before, when announcement was made of a revision of the Constitution of the

Keiogijuku with a view to the establishment of a University Department, the Imperial Household granted to the institution one thousand *yen* in consideration of the late Mr. Fukuzawa's meritorious service in the education of the youth. Again, on the eighth of May, 1900, His Majesty the Emperor granted Mr. Fukuzawa fifty thousand *yen* in recognition of his work, and the latter at once made the whole of it over to the Keiogijuku as part of the needed fund for the increased expenditures incurred on account of the establishing of a new large department. In the first year of its existence the University had only one hundred and two students, but they now number nearly three thousand.

The University is composed of the following two departments :

- I. Preparatory Department.
- II. Regular Course.

The Preparatory Department, which admits graduates of the Middle School as well as of similar schools elsewhere, offers a two-year course of instruction in general subjects such as are usually taught in colleges and prepares the students for advanced and special training in the Regular Course of the University.

The Regular Course is also divided into the following departments of instruction :

- I. Department of Economics.
- II. „ Law.
- III. „ Political Science.
- IV. „ Literature.

In all of these departments, the period of residence required is three years, and instruction is given by means of lectures, assigned readings, recitations, seminary work and occasional required essays, while examinations in all subjects are held at the end of each of the

three terms into which the academic year is divided. Besides maintaining to the end a satisfactory stand in all subjects, a student must, in order to graduate, present a thesis acceptable to the faculty of his department.

The chief aim of the Department of Economics is to prepare its students for leadership in commerce, finance and industry, and that of the Department of Law is to give the student necessary preparation for a legal career of distinction, while the Department of Political Science undertakes to drill young men in such branches of knowledge as will be of service to them as leaders in journalism or politics.

The Department of Literature, on the other hand, offers the following three distinct courses of instruction.

- A. Literary Course.
- B. Philosophical Course.
- C. Historical Course.

The primary purpose of each of these three different Courses is to train the students as teachers, although the curriculum in the Literary Course is so arranged as to give its students opportunities to develop their critical and creative faculties.

1. Preparatory Department

I

(For those intending to enter any one of the Departments
of Economics, Law and Political Science.)

FIRST YEAR

Ethics.....	1	hour	a	week
English.....	10	"	"	"
German or French	4	"	"	"
History of Western Nations	3	"	"	"
Geography	2	"	"	"
Logic	2	"	"	"
Chinese Classics	2	"	"	"
Japanese Composition		Bi-weekly		

SECOND YEAR

Ethics.....	1	hour	a	week
English.....	10	"	"	"
German or French	3	"	"	"
Elementary Economics	3	"	"	"
Elementary Law	3	"	"	"
History of Western Nations.....	2	"	"	"
Psychology and Ethics <i>or</i> Mathematics	2	"	"	"
Book-keeping.....	2	"	"	"
Japanese Composition		Bi-weekly		

II

(For those intending to enter the Department of Literature.)

FIRST YEAR

Ethics.....	1	hour	a	week
English Language	10	"	"	"

English Literature §.....	2	hours	a	week
German or French	4	"	"	"
Japanese Classics	2	"	"	"
Chinese Classics	2	"	"	"
Logic	2	"	"	"
History of Western Nations	3	"	"	"
Geography †	2	"	"	"
Mathematics ‡	2	"	"	"
Japanese Composition	Bi-weekly			

§ Only for those intending to study Literature or Philosophy.

† " " " " Literature.

‡ " " " " Philosophy.

SECOND YEAR

Ethics.....	1	hour	a	week
English.....	10	"	"	"
English Literature §.....	2	"	"	"
German or French	6	"	"	"
Japanese Classics †	2	"	"	"
Chinese Classics	2	"	"	"
Psychology	2	"	"	"
History of Western Nations	2	"	"	"
Elementary Economics ‡.....	3	"	"	"
Elementary Law *	3	"	"	"
Mathematics	2	"	"	"
Japanese Composition	Bi-weekly			

§ Only for those intending to study Literature or Philosophy.

† " " " " Literature.

‡ " " " " History.

* " " " " Philosophy.

This subject may be substituted for Psychology.

2. Department of Economics

FIRST YEAR

Principles of Economics	3	hours a week
Modern Economic History(A)§	3	" " "
Economic Policy	3	" " "
General History of Commerce(A)§.....	3	" " "
Money and Banking.....	2	" " "
Civil Law	9	" " "
English	3	" " "
German or French	2	" " "
Japanese Composition	once a month	

SECOND YEAR

Principles of Economics	2	hours a week
History of Economics	3	" " "
Economic Policy	2	" " "
Money and Banking.....	1	" " "
Public Finance	3	" " "
Civil Law	4	" " "
Commercial Law	4	" " "
English Law (optional)	2	" " "
English	2	" " "
German or French	2	" " "
Japanese Composition	once a month	

THIRD YEAR

Economic History of Japan (D)	2	hours a week
Ancient and Mediaeval Economic History (C)	2	" " "
Commercial Policy	3	" " "

§ Only one of the studies marked by the same letter is required.

Industrial Policy (E).....	2	hours a week
Labour Problems (B)	3	" " "
Contemporary Social Problems	2	" " "
Public Finance	2	" " "
Business Practice (B).....	3	" " "
Insurance (C).....	2	" " "
Colonization (E)	2	" " "
Statistics.....	2	" " "
Commercial Law	4	" " "
Studies in Famous Works on Economics (B)	3	" " "
English Law (optional).....	2	" " "
Commerce and Corporation Economics (C)	2	" " "
Practical Problems of Commerce and Industry (D)....	2	" " "
Sociology (D).....	2	" " "
English	2	" " "
German or French (optional)	2	" " "
Seminary (optional)	2	" " "
Graduating Thesis in English.		

3. Department of Law

FIRST YEAR

Constitutional Law	2	hours a week
General Principles of English and American Laws...3	"	" "
Legal and Institutional History of Europe	2	" " "
General Principles of Criminal Law	2	" " "
General Principles of Civil Law	3	" " "
Rights in Rem	2	" " "
Principles of Economics	3	" " "
Rights in Personam	4	" " "

Domestic Relations	2	hours a week
German or French.....	2	" " "
English	2	" " "
Seminary.....	2	" bi-weekly
Japanese Composition		once a month

SECOND YEAR

Criminal Procedure	2	hours a week
English Contracts.....	2	" " "
Jurisprudence	2	" " "
Elements of Administrative Law	2	" " "
Criminal Law	2	" " "
Rights in Rem	2	" " "
Rights in Personam	2	" " "
Inheritance	2	" " "
Commercial Law	4	" " "
International Law.....	2	" " "
Public Finance	3	" " "
English Law	2	" " "
German or French.....	2	" " "
Seminary	2	" bi-weekly
Japanese Composition		once a month

THIRD YEAR

Civil Procedure	6	hours a week
Roman Law	2	" " "
English Company Act, Bills of Exchange Act, and Admiralty	2	" " "
Administrative Law.....	2	" " "
Commercial Law	4	" " "

Private International Law	2	hours a week
Bankruptcy	2	" " "
English Law	2	" " "
German or French (optional)	2	" " "
Seminary	2	" bi-weekly

4. Department of Political Science

FIRST YEAR

Principles and History of Political Science	3	hours a week
Fundamental Principles of Constitution and Admini- stration	2	" " "
Japanese Constitutional Law	2	" " "
History of English Constitution	3	" " "
Economic Science.....	3	" " "
Economic Policy	3	" " "
Money and Banking (optional)	2	" " "
Legal and Institutional History of Japan (optional)	2	" " "
Elements of Criminal Law	2	" " "
Principles of Civil Law	4	" " "
German or French	2	" " "
Japanese Composition	once a month	

SECOND YEAR

History of Diplomacy in Europe and the Orient	2	hours a week
Comparative Constitutional Law	2	" " "
Sociology	2	" " "
Public Finance	3	" " "
History of Economics	3	" " "
Economic Policy (A)§	2	" " "

§ Only one of the courses marked by the same letter is required.

Ancient and Mediaeval Economic History(A).....	2	hours a week
Modern Economic History (A)	3	" " "
Commercial Policy	1	" " "
Money and Banking (optional)	1	" " "
Elements of Administrative Law	2	" " "
Criminal Law	2	" " "
Principles of Civil Law.....	2	" " "
Private International Law (optional).....	2	" " "
German or French	2	" " "
Japanese Composition		once a month

THIRD YEAR

History of Diplomacy in Europe and the Orient.....	2	hours a week
Recent Political History of Leading Nations	2	" " "
Colonization	2	" " "
Municipal Government.....	3	" " "
Public Finance	2	" " "
Industrial Policy (B)	2	" " "
Studies in Famous Works on Politics (B)	3	" " "
International Law.....	2	" " "
Administrative Law.....	2	" "
Statistics	2	" " "
Political Parties.....	1	" " "
Economic History of Japan (optional)	2	" " "
German or French (optional)	2	" " "
Seminary (optional)	2	" bi-weekly
Graduating Thesis in English.		

Department of Literature

a. LITERARY COURSE

FIRST YEAR

English Language and Literature	10	hours	a	week
French Language and Literature)	6	"	"	"
<i>or</i> German Language and Literature)				
Japanese Classics and History of Japanese Literature	2	"	"	"
Chinese Classics and History of Chinese Literature...	3	"	"	"
History of Arts.....	2	"	"	"
Psychology*	3	"	"	"

* Required of only those intending to teach.

SECOND YEAR

English Language and Literature	10	hours	a	week
French Language and Literature)	6	"	"	"
<i>or</i> German Language and Literature)				
Japanese Classics and History of Japanese Literature.	2	"	"	"
Chinese Classics and History of Chinese Literature...	2	"	"	"
Elements of Philosophy	2	"	"	"
Review of Modern Literature	2	"	"	"
Principles of Education* ...	2	"	"	"

* Required of only those intending to teach.

THIRD YEAR

English Language and Literature	10	hours	a	week
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French Language and Literature	}6 hours a week
<i>or</i>		
German Language and Literature		
Chinese Classics and History of Chinese Literature...	2	" " "
Review of Modern Literature	2	" " "
Contemporary Social Problems*	2	" " "
Methods and Practice of Teaching †.....	3	" " "

* Not required of those intending to teach.

† Required of only those intending to teach.

b. PHILOSOPHICAL COURSE

FIRST YEAR

Introduction to Philosophy	3	hours a week.
Psychology	3	" " "
Principles of Education	3	" " "
English Language and History of English Literature..	8	" " "
Chinese Classics	2	" " "
German Literature or French Literature	2	" " "

SECOND YEAR

History of Philosophy	3	hours a week
Ethics	3	" " "
Psychology	2	" " "
Principles of Education	2	" " "
English Language and History of English Literature..	8	" " "
Chinese Classics	2	" " "
German Literature or French Literature	2	" " "

THIRD YEAR

Epistemology	2	hours a week
Ethics	3	" " "
Sociology	2	" " "

Aesthetics	2	hours a week
Oriental Philosophy.....	2	" " "
History of Education	2	" " "
History of English Literature.....	3	" " "
School Administration and Methods and Practice of Teaching ...	3	" " "
Seminary	2	" " "
Graduating Thesis (in English or Japanese).		

c. HISTORICAL COURSE

FIRST YEAR

History of Japan	2	hours a week
History of Western Nations	2	" " "
Methods of Historical Research and Criticism.....	2	" " "
Principles of Economics	3	" " "
Principles and History of Political Science	3	" " "
Constitutional Law ...	2	" " "
Psychology	3	" " "
History of Japanese Literature	2	" " "
History of Chinese Literature.....	2	" " "
History of English Literature ..	2	" " "
German Literature or French Literature	2	" " "

SECOND YEAR

History of Japan	2	hours a week
Oriental History	2	" " "
History of Western Nations	2	" " "
Japanese Diplomatics	2	" " "
History of Japanese Laws and Institutions	2	" " "
Ancient and Mediaeval Economic History	2	" " "

History of Diplomacy in Europe and the Orient.....	2	hours a week
Principles of Education	2	" " "
History of Chinese Literature.....	2	" " "
History of English Literature.....	2	" " "
German Literature or French Literature	2	hours " "
Seminary	2	bi-weekly .

THIRD YEAR

History of Japan	2	hours a week
Oriental History	2	" " "
Economic History of Japan.....	2	" " "
Recent Political History of Leading Nations	2	" " "
History of Diplomacy in Europe and the Orient.....	2	" " "
International Law.....	2	" " "
Sociology	2	" " "
History of Ethics	3	" " "
School Administration and Methods and Practice of Teaching <i>or</i> History of Philosophy	3	" " "
History of Fine Arts	2	" " "
Seminary	2	bi-weekly
Graduating Thesis (in English or Japanese).		

THE COMMERCIAL AND TECHINICAL SCHOOL

With a view to preparing its graduates for future usefulness in the commercial and industrial world, this School aims to provide a thorough training in the elements of commerce and technology. The course of studies, therefore, would naturally comprise the subjects pertaining to commerce as well as to industry. Commercial schools

usually give commercial knowledge only, and industrial schools likewise, industrial training only. But the feature in the Keio Commercial and Technical School is that it aims to give a thorough education in both commerce and industry. It offers a four-year course with two years' preparatory work. The students of the School are made familiar with business administration, economic science, commercial laws, and given a technical knowledge of drawing, applied chemistry, mineralogy, etc. This School began its work in April, 1903.

Preparatory Course

FIRST YEAR

Moral Instruction	1	hour	a	week
Japanese Language	5	"	"	"
Japanese Penmanship	2	"	"	"
English	5	"	"	"
Arithmetic.....	5	"	"	"
Natural History	2	"	"	"
History and Geography of Japan	4	"	"	"
Drawing.....	2	"	"	"
Gymnastics	2	"	"	"

SECOND YEAR

Moral Instruction	1	hour	a	week
Japanese Language	5	"	"	"
Japanese Penmanship	2	"	"	"
English	5	"	"	"
Arithmetic	6	"	"	"
Natural History, Physiology and Hygiene	2	"	"	"
History and Geography of Foreign Countries	4	"	"	"
Drawing	1	"	"	"

Gymnastics	2 hours a week
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Regular Course

FIRST YEAR

Lectures on Morals	1 hour a week
Japanese Language	5 " " "
English	7 " " "
Commercial Geography and History of Japan.....	3 " " "
Mathematics (Arithmetic, Algebra and the Use of Abacus)	6 " " "
Book-keeping.....	2 " " "
Geology and Mineralogy	3 " " "
Drawing (Mechanical).....	2 " " "
Gymnastics and Military Drill	2 " " "

SECOND YEAR

Lectures on Morals	1 hour a week
Japanese Language	5 " " "
English	8 " " "
Commercial Geography and History of Foreign Countries	2 " " "
Mathematics (Algebra, Geometry and the Use of Abacus	5 " " "
Book-keeping.....	2 " " "
Applied Chemistry	4 " " "
Drawing (Studies in Shading)	2 " " "
Gymnastics and Military Drill	2 " " "

THIRD YEAR

Lectures on Morals	1 hour a week
Japanese Language	3 " " "
English	8 " " "

Mathematics (Geometry and the Use of Abacus) ...	3	hours	a	week
Book-keeping.....	2	"	"	"
Elementary Law	2	"	"	"
Commercial Methods and Organizations	4	"	"	"
Applied Chemistry	2	"	"	"
Elementary Economics	2	"	"	"
Drawing (from Life).....	2	"	"	"
Gymnastics and Military Drill	2	"	"	"

FOURTH YEAR

Lectures on Morals	1	hour	a	week
Japanese Language	1	"	"	"
English (including Commercial Correspondence) ...	9	"	"	"
Mathematics (Trigonometry and the Use of Abacus)...	3	"	"	"
Book-keeping (in English)	2	"	"	"
Elementary Economics	4	"	"	"
Elementary Law	2	"	"	"
Merchandise	2	"	"	"
Training in Hypothetical Business Transactions.....	2	"	"	"
Physics and Dynamo	4	"	"	"
Drawing.....	1	"	"	"
Gymnastics and Military Drill	2	"	"	"

THE EVENING COMMERCIAL SCHOOL

This School was organized in May, 1890, at the suggestion of the late Mr. Obata. As the aim of the School is to educate apprentices of business firms and also those who wish to go into business on their own account, it offers instruction in the subjects most useful to men in business. The School provides a two-year course of elementary commercial knowledge. A boy who has finished his course in

the higher primary school, or who is above fifteen years of age, is admitted without examination.

FIRST GRADE

Book-keeping	4	hours a week
Arithmetic and the Use of Abacus.....	4	" " "
English	5	" " "
Commercial Reader and Composition	4	" " "
Japanese Penmanship	1	" " "

SECOND GRADE

Book-keeping	3	hours a week
Arithmetic and the Use of Abacus.....	4	" " "
English	4	" " "
Commercial Reader and Composition	1	" " "
Commercial History and Geography.....	1	" " "
Elementary Economics	2	" " "
Commercial Law	2	" " "
Japanese Penmanship	2	" " "
Commercial Methods and Organizations and Training in Hypothetical Business Transactions.....	1	" " "

THIRD GRADE

Book-keeping ..	3	hours a week
Arithmetic and the Use of Abacus ...	4	" " "
English	3	" " "
Commercial Reader and Composition	1	" " "
Commercial History and Geography.....	1	" " "
Elementary Economics	1	" " "
Japanese Penmanship	1	" " "
Commercial Law	1	" " "
Commercial Methods and Organizations and Training in Hypothetical Business Transactions	4	" " "

Lectures on Natural Science (optional).....1 hour a week

FOURTH GRADE

Book-keeping.....3 hours a week

Arithmetic and the Use of Abacus.....4 " " "

English3 " " "

Commercial Reader and Composition1 " " "

Commercial History and Geography.....1 " " "

Elementary Economics1 " " "

Japanese Penmanship1 " " "

Commercial Law2 " " "

Commercial Methods and Organizations and Training
in Hypothetical Business Transactions2 " " "

Lectures on Natural Science (optional).....1 " " "

STATISTICS

The number of the members of the faculty and of the students in the different departments, 1904-1912.

<i>year</i> <i>Depart.</i>	1904	1905	1906	1907	1908	1909	1910	1911	1912
University	815	1092	1304	1605	1794	2293	2274	2338	2492
Middle School	819	823	810	839	820	803	792	791	791
Primary School	229	296	341	370	338	384	385	381	406
Com. & Tech. School	nil	112	230	321	384	449	449	473	464
Evening Com. School	347	325	451	519	598	581	580	546	588
Total	2210	2648	3136	3654	3934	4510	4480	4529	4741
Faculty	101	103	117	129	138	150	190	191	197

PART IV.—EQUIPMENT AND INSTITUTIONS CONNECTED WITH THE KEIOGIJUKU

GROUPS AND BUILDINGS

The Keiogijuku occupies a site of great natural beauty on an elevated ground looking down upon the Shinagawa Bay. The ground covers some 15.7 acres. A fine old mansion, which once stood on this ground, was used as the school-building and dormitory of the institution during the first years of its existence, but having, however, become too small, it was replaced by new buildings. The buildings now owned and used by the institution are twenty in number.

The two old buildings, the one, a brick building, at present used for the administrative and library purposes, and the other, the Public Speaking Hall, capable of seating about five hundred people, which was the first building in Japan to be dedicated to public speaking, are the nuclei of the Keiogijuku buildings. The rest comprises a two-storied dormitory capable of accommodating about four hundred students; a large structure with several spacious class-rooms, and physical and chemical laboratories equipped with modern apparatus, a geological and mineralogical cabinet, a small museum of natural history and antiquities; a building for the Commercial and Technical School; another for the Middle School; five buildings for the University; a group of buildings at the foot of the hill

used exclusively by the Primary School. There are also a dining hall, a club-house and several residential structures connected with the Institution.

THE PUBLIC SPEAKING HALL

An old building on the left-hand side of the administration hall was the first building in Japan to be dedicated to public speaking. When the late Mr. Fukuzawa first pointed out the importance of public speaking, there was a good deal of discussion on the subject. Some men said that public speaking was possible only in foreign languages and Japanese was not fitted for such a purpose. Mr. Fukuzawa proved its capability by arguments and examples. To put his conviction into practice he built a hall to be used for public speaking. Its construction began in 1874 and was completed in May, 1875. On May 30th the opening exercises were held in the hall. Since that time this building has been constantly used for public speaking and public lectures. This gave impulse to the general public to take interest in public speaking. The Imperial Government followed the example and two years later a lecture hall was built by the Department of Education to encourage this branch of human activity. The public speaking hall of the Keiogijuku stands, to-day, as a noble monument in the history of public speaking in Japan. Many technical terms of public speaking now in vogue in this country are translations from the English made by Mr. Fukuzawa.

THE LIBRARY

The library which has hitherto occupied one end of the Administration Building, contains some fifty thousand volumes of Japanese, Chinese, American and European books. It is particularly strong in legal, economic, political, and literary works. The library owns the late Mr. Yoshikusu Nakai's memorial library and the late Mr. Tōru Hoshi's library containing more than twenty thousand volumes. Additions to the library are made principally from the general library fund, while the late Mr. Obata's memorial library fund, Mr. Kenkichi Koderā's library fund established in memory of his father, and the book fund contributed by Mr. Sanji Muto to purchase books dealing with industrial and technical subjects, enable the authorities of the Keiogijuku to increase materially the annual appropriation for the purchase of books.

Nineteen hundred and seven was the jubilee year of the foundation of the institution and a subscription of three hundred and sixty thousand *yen* was raised for the construction of a memorial library. The work on the new library building on the corner of the grounds overlooking the beautiful Shinagawa Bay and Shiba Park has already been completed and the building will be ready for use in April, 1912. The building is in a Gothic style with modern fire proof arrangements and there are a number of small rooms for special studies and researches and a large common reading room capable of seating over two hundred people. Contrary to the usage in the management of the library in an educational institution, it has been decided to open the Keiogijuku library to the public under certain restrictions, so that the institution might thus be able to render greater service to the community than by merely educating the youth.

DORMITORIES

The Keiogijuku has two dormitories ; one for the students of the Primary School and the other for those of the other departments. The Primary School dormitory is made comfortable especially for young boys and is carefully superintended by responsible officers. The dormitory for older students is arranged in suites of two rooms each, a study and a bedroom. It is fitted with steam heat, electric light and other modern conveniences. Students of the Middle School and the Commercial and Technical School, unless they are living with their parents or in the homes of their relatives or in those of friends of their families, are encouraged to live in the dormitory. In this building there is also a co-operative store where most things usually needed by students are sold at reduced prices.

PHYSICAL CULTURE AND THE ATHLETIC ORGANIZATION

As has already been referred to above, the Keiogijuku lays special emphasis on physical culture and insists on every student giving due attention to the healthy development of his body. The students of the Middle School and the Commercial and Technical School are organized into a regiment similar in form to an Army regiment on peace basis. This Student Regiment is given military drill three hours a week under officers appointed from among its members. In spring and autumn a field practice is held near Tokyo.

There is also an Athletic Association of which all the students in the institution are members. The Association is composed of the

following nine Clubs : Rowing, Baseball, Tennis, *Jujitsu*, Fencing, Archery, Football, Gymnastic and Swimming. These Clubs hold occasional contests with the corresponding organizations in other educational institutions. Besides these activities, a public exhibition of athletic contests is held every spring on the Keiogijuku Athletic Field.

STUDENTS' CLUBS AND OTHER ORGANIZATIONS

There is, in the Keiogijuku grounds, a student club-house where students can meet for social enjoyment. Besides this social club there are a number of organizations such as Literary Club, Economic Science Club, Political Science Club, Law Association, English Speaking Society, Public Speaking Club, Debating Society, Palette Club (painting), Wagner Society (music), etc.

Part V.—REGULATIONS AND PRIVILEGES

General Regulations

Terms, Holidays, and Vacations :—The academic year begins every year on the first of April and ends on the thirty-first of March of the following year. It is divided into three terms. The first term is from the sixteenth of April to the fifteenth of July ; the second term, from the eleventh of September to the twenty-fifth of December ; the third term from the eleventh of January to the thirty-first of March. In the Evening Commercial School, however, the year is divided into two terms, and at the end of each term, students are promoted to the next grade by examination, so that they can complete the whole course in two years. Its holidays are the same as those of other departments, but its vacations are shorter, the winter vacation being from the twentieth of December to the seventh of January, and the summer vacation from the first of August to the tenth of September.

There are no lectures or recitations on the following days :—

Sundays

Anniversary of the Death of the late Emperor

(national holiday) Jan. 30th.

The Founder's Day..... Feb. 3rd.

Anniversary of the Accession of the First Emperor

(national holiday) Feb. 11th.

Spring Memorial Day for the Imperial Ancestors

(national holiday) Vernal Equinox.

Anniversary of the Death of the Emperor Jinmu

(national holiday) April 3rd.

Anniversary of the Founding of the Institution... April 23rd.

Autumn Memorial Day for the Imperial Ancestors

(national holiday) Autumnal Equinox.

First Harvest Festival (national holiday) Oct. 17th.

The Emperor's Birth-day (national holiday)..... Nov. 3rd.

Second Harvest Festival (national holiday) Nov. 23rd.

The vacations are as follows :—

Spring vacationApril 1st—April 15th (inclusive).

Summer vacationJuly 16th—Sept. 10th „

Winter vacationDec. 26th—Jan. 10th „

Tuition and other Fees.

Fees	University	Middle	Commercial and Industrial	Evening Commercial	Primary
Entrance Ex- amination	\$1.00	—	—	\$.50	—
Matriculation	5.00	5.00	5.00	1.50	5.00
Tuition	48.00*	36.00*	36.00*	1.60†	36.00*
Athletic Association	3.00*	3.00*	3.00*	—	—

* Per annum.

† Per month.

In addition to the above, a nominal fee of ten *sen* is charged to the students of the first and second grades in the Evening Commercial School to cover stationary expenses.

Discipline :—Due punishment will be inflicted on :—

Those who cause disorder in any of the buildings or in the grounds of the institution :

Those who disobey teachers or officers or who do damage to the

property of the institution or otherwise behave in a discreditable manner :

Those who in any way disgrace the name of the Institution :

Those who neglect their studies and make little or no progress in them.

Examination : — Students are promoted only when they have satisfactorily passed the examination held at the end of each term except in the Primary Department. In addition to the examinations theses are required of the graduating students of the University Department.

Students' Expenses :—The following table showing the relative yearly expenses incurred by students belonging to the different departments of the institution is based upon the actual expenditures of students living in the dormitories. The estimate may, however, be taken as being fairly accurate also for those who are not living in the dormitories.

	University.	Middle School and Com. and Tec.	Primary
Tuition and other Fees	\$51.00	\$39.00	\$36.00
Room	38.50	38.50	—
Board	77.00	77.00	130.00
Other expenses	60.00	50.00	—
Total	226.50	204.50	166.00

Degrees, Scholarships, Prizes.

The Keiogijuku confers four different degrees as follows :—

Seiji Gakushi (Bachelor of Political Science), on those who have satisfactorily completed the course of study required in the Department of Political Science.

Rizai Gakushi (Bachelor of Economic Science), on those who have satisfactorily completed the course of study required in the Department of Economics.

Hōritsu Gakushi (Bachelor of Laws), on those who have satisfactorily completed the course of study required in the Department of Law.

Bun Gakushi (Bachelor of Arts), on those who have satisfactorily completed the course of study required in the Department of Literature.

The institution appoints as Scholars such students of good character as have distinguished themselves in their studies. The scholars are exempted from paying tuition and athletic association fees.

Prizes, the amount of which varies from time to time, are offered by the institution for the best essays.



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編輯者兼
發行

慶應義塾

右代表者

石田新太郎

印刷者

太田音次郎

印刷所

株式會社 秀英舍

東京市京橋區西紺屋町二十六番地

東京市芝區三田二丁目二番地

東京市京橋區西紺屋町二十六番地



